

## GRADE 3

### READING

**Guiding Principle:** *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.<sup>i</sup>*

### **READING: Foundations**

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Foundations.

### **Learning Outcome**

**3.RF.1:** Apply foundational reading skills to build reading fluency and comprehension.

Indiana Academic Standards	Content Connectors
<b>3.RF.1:</b> Apply foundational reading skills to build reading fluency and comprehension.	<b>3.RF.1.a.1:</b> Apply foundational reading skills to build fluency.
	<b>3.RF.1.a.1:</b> Apply foundational skills to build comprehension.
<b>3.RF.4.2:</b> Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.	<b>3.RF.4.2.a.1:</b> Understand the six major syllable patterns.
<b>3.RF.4.4:</b> Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding -ing, such as cut/cutting; changing the ending of a word from -y to -ies to make a plural).	<b>3.RF.4.4.a.1:</b> Read blends and common spelling patterns.
<b>3.RF.4.5:</b> Know and use more difficult word families when reading unfamiliar words (e.g., -ight).	<b>3.RF.4.5.a.1:</b> Know and use common word families when reading unfamiliar words.

<p><b>3.RF.4.6:</b> Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).</p>	<p><b>3.RF.4.6.a.1</b> Read multi-syllabic words composed of roots and related prefixes and suffixes.</p>
	<p><b>3.RF.4.6.a.2</b> Read irregular contractions (e.g., will not = won't).</p>
	<p><b>3.RF.4.6.a.3</b> Read possessives (e.g., children's, Dennis's).</p>
<p><b>3.RF.5:</b> Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.</p>	<p><b>3.RF.5.a.1:</b> Read grade level appropriate texts smoothly and accurately.</p>
	<p><b>3.RF.5.a.2:</b> Read grade level appropriate text and demonstrate comprehension.</p>

**READING: Literature**

There are three key areas found in the Reading: Literature section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

**Learning Outcome**

**3.RL.1:** Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

Indiana Academic Standards	Content Connectors
<b>3.RL.1:</b> Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	<b>3.RL.1.a.1:</b> Read a variety of grade level appropriate literature.
	<b>3.RL.1.a.2:</b> Comprehend a variety of grade level appropriate literature.
<b>3.RL.2.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>3.RL.2.1.a.1</b> Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>3.RL.2.2:</b> Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.	<b>3.RL.2.2.a.1:</b> Retell folktales, fables, and tall tales from diverse cultures.
	<b>3.RL.2.2.a.2:</b> Identify a theme in a folktale, fable, and tall tale.
<b>3.RL.2.3:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	<b>3.RL.2.3.a.1:</b> Describe characters in a story (e.g., their traits, motivations, or feelings).
	<b>3.RL.2.3.a.2:</b> Explain how characters' actions contribute to the plot.
<b>3.RL.3.1:</b> Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.	<b>3.RL.3.1.a.1:</b> Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems.
	<b>3.RL.3.1.a.2:</b> Describe how each successive part of a story, play, or poem builds on earlier sections.
<b>3.RL.3.2:</b> Distinguish personal point of view from that of the narrator or those of the characters.	<b>3.RL.3.2.a.1:</b> Identify narrator or character's point of view.
	<b>3.RL.3.2.a.2:</b> Distinguish personal point of view from that of the narrator or those of the characters.



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<p><b>3.RL.4.1:</b> Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	
<p><b>3.RL.4.2:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p>	<p><b>3.RL.4.2.a.1:</b> Compare and contrast two stories written by the same author about the same or similar characters.</p>

## READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades K-5: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

### Learning Outcome

**3.RN.1:** Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.

Indiana Academic Standards	Content Connectors
<b>3.RN.1:</b> Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	<b>3.RN.1.a.1:</b> Read a variety of grade level appropriate nonfiction texts.
	<b>3.RN.1.a.2:</b> Comprehend a variety of grade level appropriate nonfiction texts.
<b>3.RN.2.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>3.RN.2.1.a.1:</b> Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>3.RN.2.2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>3.RN.2.2.a.1:</b> Determine the main idea of a text.
	<b>3.RN.2.2.a.2:</b> Recount the key details and explain how they support the main idea.
<b>3.RN.2.3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.	<b>3.RN.2.3.a.1:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
<b>3.RN.3.1:</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).	<b>3.RN.3.1.a.1:</b> Identify the purpose of a variety of text features.
	<b>3.RN.3.1.a.2:</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
<b>3.RN.3.2:</b> Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.	<b>3.RN.3.2.a.1:</b> Identify how a nonfiction text can be structured to indicate a problem and solution.
	<b>3.RN.3.2.a.2:</b> Identify how a nonfiction text can be structured to put events in chronological order.

<p><b>3.RN.3.3:</b> Distinguish one’s own perspective from that of the author of the text.</p>	<p><b>3.RN.3.3.a.1:</b> Identify the author’s perspective in a text.</p>
<p><b>3.RN.4.1:</b> Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.</p>	<p><b>3.RN.4.1.a.1:</b> Distinguish between fact and opinion.</p>
	<p><b>3.RN.4.1.a.2:</b> Explain how an author uses reasons and facts to support specific points in a text.</p>
<p><b>3.RN.4.2:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>	<p><b>3.RN.4.2.a.1:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p>

**READING: Vocabulary**

There are two key areas found in the Reading: Vocabulary section for grades K-5: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

**Learning Outcome**

**3.RV.1:** Build and use accurately conversational, general academic, and content-specific words and phrases.

Indiana Academic Standards	Content Connectors
<b>3.RV.1:</b> Build and use accurately conversational, general academic, and content-specific words and phrases.	<b>3.RV.1.a.1:</b> Use general academic and content-specific words and phrases accurately.
<b>3.RV.2.1:</b> Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.	<b>3.RV.2.1.a.1:</b> Use context clues and text features to determine the meanings of unknown words.
<b>3.RV.2.2:</b> Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).	<b>3.RV.2.2.a.1:</b> Identify relationships among words, including synonyms and antonyms.
<b>3.RV.2.4:</b> Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word.	<b>3.RV.2.4.a.1:</b> Use a known root word as a clue to the meaning of an unknown word with the same root.
	<b>3.RV.2.4.a.2:</b> Identify when an affix is added to a known root word.
<b>3.RV.2.5:</b> Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases.	
<b>3.RV.3.1:</b> Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).	<b>3.RV.3.1.a.1:</b> Determine the meaning of literal and nonliteral words and phrases as they are used in a work of literature.
<b>3.RV.3.2:</b> Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.	<b>3.RV.3.2.a.1:</b> Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a third- grade topic or subject area.
<b>3.RV.3.3:</b> Recognize the meanings of idioms in context.	<b>3.RV.3.3.a.1:</b> Recognize the meaning of idioms in context.

## WRITING

**Guiding Principle:** *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*<sup>ii</sup>

## WRITING

There are four key areas found in the Writing section for grades K-5: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

### Learning Outcome

**3.W.1:** Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.

Indiana Academic Standards	Content Connectors
<b>3.W.1:</b> Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	<b>3.W.1.a.1:</b> Write routinely over a variety of time frames for varying tasks, purposes, and audiences.
	<b>3.W.1.a.2:</b> Apply reading standards to write in response to literature and nonfiction texts.
<b>3.W.2.1:</b> Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper.	<b>3.W.2.a.1:</b> Produce a written response in print, cursive, or digital format using appropriate spacing and alignment.
<b>3.W.3.1:</b> Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> <li>● State the opinion in an introductory statement or section.</li> <li>● Support the opinion with reasons in an organized way.</li> <li>● Connect opinion and reasons using words and phrases.</li> <li>● Provide a concluding statement or section.</li> </ul>	<b>3.W.3.1.a.1:</b> State the opinion in an introductory statement or section in a persuasive composition.
	<b>3.W.3.1.a.2:</b> Support the opinion with reasons in an organized way in a persuasive composition.
	<b>3.W.3.1.a.3:</b> Connect opinion and reasons using words and phrases in a persuasive composition.

	<p><b>3.W.3.1.a.4:</b> Provide a concluding statement or section in a persuasive composition.</p>
<p><b>3.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● State the topic, develop a main idea for the introductory paragraph, and group related information together.</li> <li>● Develop the topic with facts and details.</li> <li>● Connect ideas within categories of information using words and phrases.</li> <li>● Use text features (e.g., pictures, graphics) when useful to aid comprehension.</li> <li>● Provide a concluding statement or section.</li> </ul>	<p><b>3.W.3.1.a.5:</b> Write persuasive compositions in a variety of formats.</p>
<p><b>3.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Establish an introduction (e.g., situation, narrator, characters).</li> <li>● Include specific descriptive details and clear event sequences.</li> <li>● Include dialogue.</li> <li>● Connect ideas and events using introduction and transition words.</li> <li>● Provide an ending.</li> </ul>	<p><b>3.W.3.2.a.1:</b> State the topic, including a main idea, for the introductory paragraph in an informative composition.</p>
	<p><b>3.W.3.2.a.2:</b> Develop a main idea for the introductory paragraph in an informative composition.</p>
	<p><b>3.W.3.2.a.3:</b> Group related information together in an informative composition.</p>
	<p><b>3.W.3.2.a.4:</b> Develop the topic with facts and details in an informative composition.</p>
	<p><b>3.W.3.2.a.5:</b> Connect ideas within categories of information using words and phrases in an informative composition.</p>
	<p><b>3.W.3.2.a.6:</b> Use text features when useful to aid comprehension in an informative composition.</p>
	<p><b>3.W.3.2.a.7:</b> Provide a concluding statement or section in an informative composition.</p>
	<p><b>3.W.3.2.a.8:</b> Write informative compositions on a variety of topics.</p>
	<p><b>3.W.3.3.a.1:</b> Create an introduction (e.g., situation, narrator, characters) in a narrative composition.</p>
	<p><b>3.W.3.3.a.2:</b> Include specific descriptive details in a narrative composition.</p>
	<p><b>3.W.3.3.a.3:</b> Include clear event sequences in a narrative composition.</p>
	<p><b>3.W.3.3.a.4:</b> Include dialogue in a narrative composition.</p>
	<p><b>3.W.3.3.a.5:</b> Connect ideas and events using introduction and transition words in a narrative composition.</p>

	<b>3.W.3.3.a.6:</b> Provide an ending in a narrative composition.
	<b>3.W.3.3.a.7:</b> Write narrative compositions in a variety of forms.
<b>3.W.4:</b> Apply the writing process to – <ul style="list-style-type: none"> <li>● Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</li> <li>● Use technology to interact and collaborate with others to publish legible documents.</li> </ul>	<b>3.W.4.a.1:</b> Develop, organize, and select ideas relevant to topic, purpose, and genre when applying the writing process.
	<b>3.W.4.a.2:</b> Revise to improve the quality of the writing (e.g., quality of ideas, organization, sentence fluency, word choice).
	<b>3.W.4.a.3:</b> Edit writing for format and conventions.
	<b>3.W.4.a.4:</b> Use technology to interact and collaborate with others.
	<b>3.W.4.a.5:</b> Use technology to publish legible documents.
<b>3.W.5:</b> Conduct short research on a topic. <ul style="list-style-type: none"> <li>● Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).</li> <li>● Locate information in reference texts, electronic resources, or through interviews.</li> <li>● Recognize that some sources may be more reliable than others.</li> <li>● Record relevant information in their own words.</li> <li>● Present the information, choosing from a variety of formats.</li> </ul>	<b>3.W.5.a.1:</b> Identify a specific topic or question of interest.
	<b>3.W.5.a.2:</b> Locate information in reference texts, electronic resources, or through interviews.
	<b>3.W.5.a.3:</b> Recognize that some sources may be more reliable than others.
	<b>3.W.5.a.4:</b> Summarize relevant information in their own words.
	<b>3.W.5.a.5:</b> Present the information, choosing from a variety of formats.
	<b>3.W.5.a.6:</b> Complete a short research project.
<b>3.W.6.1:</b> Demonstrate command of English grammar and usage, focusing on:	<b>3.W.6.1.a.1:</b> Effectively use English grammar.
<b>3.W.6.1a:</b> Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).	<b>3.W.6.1a.a.1:</b> Write sentences using abstract nouns.
<b>3.W.6.1b:</b> Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.	<b>3.W.6.1b.a.1:</b> Write sentences that use regular and irregular verbs to convey various times, sequences, states, and conditions.
	<b>3.W.6.1b.a.2:</b> Write sentences that use simple verb tenses to convey various times, sequences, states, and conditions.
<b>3.W.6.1c:</b> Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.	<b>3.W.6.1c.a.1:</b> Write sentences that include comparative and superlative adjectives and adverbs accurately.
<b>3.W.6.1e:</b> Usage – Writing correctly complete simple, compound, and complex declarative,	<b>3.W.6.1e.a.1:</b> Correctly write simple sentences.
	<b>3.W.6.1e.a.2:</b> Correctly write compound sentences.

interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).	<b>3.W.6.1e.a.3:</b> Correctly write complex sentences.
	<b>3.W.6.1e.a.4:</b> Use coordinating and subordinating conjunctions.
<b>3.W.6.2:</b> Demonstrate command of capitalization, punctuation, and spelling, focusing on:	<b>3.W.6.2.a.1:</b> Effectively use capitalization, punctuation, and spelling.
<b>3.W.6.2a:</b> Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events.	<b>3.W.6.2a.a.1:</b> Appropriately use capitalization.
<b>3.W.6.2b:</b> Punctuation – <ul style="list-style-type: none"> <li>• Correctly using apostrophes to form contractions and singular and plural possessives.</li> <li>• Using quotation marks to mark direct speech.</li> <li>• Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</li> </ul>	<b>3.W.6.2b.a.1:</b> Use apostrophes to form contractions.
	<b>3.W.6.2b.a.2:</b> Use contractions to form singular and plural possessives.
	<b>3.W.6.2b.a.3:</b> Use quotation marks to indicate direct speech.
	<b>3.W.6.2b.a.4:</b> Appropriately use commas.
<b>3.W.6.2c:</b> Spelling – <ul style="list-style-type: none"> <li>• Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.</li> <li>• Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing.</li> </ul>	<b>3.W.6.2c.a.1:</b> Use conventional spelling for high-frequency and other studied words.

## SPEAKING AND LISTENING

**Guiding Principle:** *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.*<sup>iii</sup>

### SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades K-5: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

#### Learning Outcome

**3.SL.1:** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Indiana Academic Standard	Content Connector
<b>3.SL.1:</b> Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	<b>3.SL.1.a.1:</b> Listen actively and adjust the use of language.
	<b>3.SL.1.a.2:</b> Adjust the use of language to communicate effectively with a variety of audiences and for different purposes.
<b>3. SL.2.1:</b> Engage effectively in a range of collaboration discussions (one-on-one, in groups, and teacher-let) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly	<b>3.SL.2.1.a.1:</b> Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by identifying key ideas of the discussion.
	<b>3.SL.2.1.a.2:</b> Participate in collaborative discussions (one-on-one and in groups) on grade appropriate topics or texts by adding relevant ideas and expressing personal ideas.
<b>3.SL.2.2:</b> Explore ideas under discussion by drawing on readings and other information.	<b>3.SL.2.2.a.1:</b> Provide evidence of being prepared for discussions on a topic or text, through appropriate statements made during discussion.
	<b>3.SL.2.2.a.2:</b> Demonstrate knowledge and use of agreed-upon rules for discussions.
<b>3.SL.2.3:</b> Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.	<b>3.SL.2.2.a.3:</b> Identify and serve in roles for small group discussions or projects.

<p><b>3.SL.2.4:</b> Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.</p>	<p><b>3.SL.2.4.a.1:</b> Ask questions to check understanding of information presented in collaborative discussions.</p>
	<p><b>3.SL.2.4.a.2:</b> Stay on topic in collaborative discussions.</p>
	<p><b>3.SL.2.4.a.3:</b> Link personal ideas and comments to the ideas shared by others in collaborative discussions.</p>
<p><b>3.SL.2.5:</b> Explain personal ideas and understanding in reference to the discussion.</p>	<p><b>3.SL.2.5.a.1:</b> Explain personal ideas and understanding during classroom discussions.</p>
<p><b>3.SL.3.1:</b> Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.</p>	<p><b>3.SL.3.1.a.1:</b> Retell, paraphrase, and explain the main ideas of a text read aloud or information presented in diverse media and formats, including visually, quantitatively.</p>
	<p><b>3.SL.3.1.a.2:</b> Retell, paraphrase, and explain the supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively.</p>
<p><b>3.SL.3.2:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>3.SL.3.2.a.1:</b> Ask questions about information from a speaker.</p>
	<p><b>3.SL.3.2.a.2:</b> Answer questions about information from a speaker.</p>
	<p><b>3.SL.3.2.a.3:</b> Offer appropriate elaboration and detail when answering questions.</p>
<p><b>3.SL.4.1:</b> Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner.</p>	<p><b>3.SL.4.1.a.1:</b> Using appropriate language, speak in a clear, concise manner when reporting on a topic.</p>
	<p><b>3.SL.4.1.a.2:</b> Using appropriate language, speak in a clear, concise manner when providing a narrative.</p>
<p><b>3.SL.4.2:</b> Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details.</p>	<p><b>3.SL.4.2.a.1:</b> Create a presentation with a clear focus, using various media to emphasize facts or details.</p>

## MEDIA LITERACY

**Guiding Principle:** *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.<sup>iv</sup>*

### MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

#### Learning Outcome

**3.ML.1** Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.

Indiana Academic Standard	Content Connector
<b>3.ML.1:</b> Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	<b>3.ML.1.a.1:</b> Recognize the role of media in informing, persuading, entertaining, or transmitting culture.
<b>3.ML.2.1:</b> Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.	<b>3.ML.2.1.a.1:</b> Distinguish among the purposes of various media messages (e.g., for information, entertainment, persuasion, interpretation of events, or transmission of culture.)

<sup>i</sup> Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

<sup>ii</sup> Ibid.

<sup>iii</sup> Ibid.

<sup>iv</sup> Adapted from *Core Principles of Media Literacy Education in the United States*. National Association for Media Literacy Education, 2007. Available at <http://namle.net/wp-content/uploads/2013/01/CorePrinciples.pdf>.